

## CHAPTER II

### LITERATURE REVIEW

This chapter consist of the construct of this research and theoretical framework

#### 1.1. Aspects of Culture Shock

The concept of culture shock was firstly raised by Oberg (1960). He highlighted that culture shock is created by the anxiety as an effect of losing all our familiar signs and symbols of social intercourse. Culture shock appears when people suddenly move to another country, it includes almost all aspects in their daily life. He states that there are six aspects of culture shock: (1) tension resulting from the effort of psychological adaptation, (2) a sense of loss referring to the rejection from former friends, status, role, and possessions, (3) rejection by the new culture, (4) confusion in the role of definition, expectation, feelings, and self-identity, (5) unpredictable anxiety, disgust regarding cultural differences between the old and new ways, (6) feeling of helplessness as a result of not adapt well in the new environment.

The first aspect of culture shock is honeymoon stage. It will happen for a few days, weeks, or months, it depends on their issues. It is usually caused by different language, seeing the new rules or environment. In the second stage, sojourners will feel they are rejected by environment, because they face some problems such as, with their school environment, with the housemate, transportation problem or food problem. Next, the stage of rejection by new culture means, the sojourners still feel difficult to adapt in new environment

but still in the process of recovering from the rejection, one of the examples is when someone is joking with their friends and trying to engage in a conversation. The fourth stage is, they will feel confused about their existence in the new environment, because their real-life in new culture will be different from their expectation before coming the new country. The fifth stage shows the anxiety from the differences of the new culture and the old one. For example, when sojourners face differences of how to drink or to eat. The final stage causes depression as the result of sojourners cannot adapt well in new environment.

To deal with culture shock, Oberg (1960) explains that it would be easier to bear with it if the foreign learner tells their story about their discomfort with friend from the home country. The concept of culture shock was continued by Pedersen (1995:1), he stated that culture shock is the first process of adjustment with an unfamiliar environment. He also defines that culture shock in multicultural context is more or less sudden immersion with a nonspecific state of uncertainty. In this case, the individual is not certain of what they should imagine or what can they expect from other people around them. Thus, culture shock in general is such a discomfort feeling that appear when people or sojourners entering the new environment or new culture that is very different from their culture, they do not understand what to do. On the other hand, culture shock, that usually appeared and experienced by learners, leads to negative aspects. Therefore, a good preparation before going abroad for students is very important to face the new culture that they will find, thus, they can minimize those negative aspects. It strengthens by Landis & Brislin

(1983) who suggest that cross-cultural training will encourage better knowledge of other culture and it helps to reduce culture shock.

As Oberg (1960) explained that one of the causes of culture shock is anxiety, and it always happens to sojourners when they are learning in class which consists of many learners from other country. This concept is also supported by Renee (1998), he claims that learners can feel the anxiety easily when being exposed to foreign language situation. Thus, students in class feel anxious while learning, which means class is one of small scopes that they face. Moreover, when they face new culture in their daily activity, specially to speak with others. By here, foreign language anxiety tends to cause potential problem to learners in their foreign language learning (Chen and Chang, 2004). Mac Intyre and Gardner (1994) state that language anxiety means the feeling of tension and apprehension experienced by the learners. Furthermore, Pappamihiel (2002) divides the anxiety into two types: the first one is a type which occurs because learners are exposed to particular situation, and the other type is a trait anxiety of students' tendency to feel anxious regardless of the situation to which they faced. Dörnyei (2005) also adds that the two important anxiety classifications are usually effective in literature: Beneficial/facilitating and debilitating anxiety. Beneficial anxiety causes the action and excitement, and it smoothes the way for success, and debilitating one, is places a divider in front of a successful performance.

The other cause of culture shock is due to the lack of intercultural communication competence (Kardkarnlai & Fungchomchoei, 2016). To develop intercultural competence, it focuses only language itself, in education

the focus is naturally on knowledge-history, literature, language, music, product of culture (Darla, 2009). To this extent, intercultural communication competence has important roles to minimize the culture shock. Thus, background knowledge and preparation related to intercultural communication competence is needed by sojourners before going abroad.

## **1.2. International Students Experience about Culture Shock**

The empirical studies about students' experience in culture shock while studying abroad present various result. The study from Xiaqiong (2008) and Macionis, Walters, & Kwok (2018) discuss a case of Asians students from China and Singapore who studied abroad in Australia showed the difficulties to adjust in living in Australia and they are discriminated by their race, because most of them were Chinese (Macionis, Walters, & Kwok, 2018). The students from Singapore were also chinese. They shared their experiences when they were being rejected by Australian in terms of their daily life, while they used public transportation, and street violence. The form of rejection that they had was when Australian people stared at the Singaporean and the worst thing was they threw eggs to them. Moreover, they were little bit shy to speak up in class, or to ask a question to lecturer, not like the Australian students, they were brave to share their opinion in class. On the other hand, a study done by Lin (2006) and Anderson & Maginnis (2017) tells about international students from different country who studied in United States also experiencing culture shock in many aspects, the barrier of language to speak with American, difficulty to adapt in new surroundings, and adjustment in

class with American students. Nevertheless, not only sojourners or tourist who experienced culture shock, the workers who worked worldwide also experienced that symptoms. The study of Lee (2016) shows that British worker who had mutation work in an art company in Australia also experienced culture shock, she feels difficult as a manager to make a deal with Australian and how to manage her subordinates.

### 1.3. Theoretical Framework

#### Exploring Symptoms of Culture Shock as Experienced by International Students from Thailand

##### Culture Shock symptoms (Oberg, 1960)

Tension of adaptation  
Sense of loss and rejection from environment  
Rejection by new culture  
Confusion in the role and self-identity  
Unpredictable anxiety  
Feeling of helplessness as a result of not adapt well in environment

##### Anxiety (Dörnyei, 2005)

Debilitating anxiety  
Beneficial/facilitating anxiety